

**THE IMPACT OF SCHOOL INSPECTION ON STUDENTS' ACADEMIC
ACHIEVEMENT**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF MASTER OF BUSINESS
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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for the acceptance by the Open University Of Tanzania a dissertation entitled “ **The Impact of School Inspection on the Students’ Academic Achievement**” in fulfilment of the requirements for the degree of Master in Business Administration of The Open University of Tanzania.

.....
Dr. Sydney Mkuchu

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DECLARATION

I' **Lowael Peter Lyimo**, do hereby declare that this dissertation is my original work and that it has not been submitted to any other University for a similar or any other degree award.

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Date

DEDICATION

This dissertation is dedicated to my parents and my family.

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ABSTRACT

This study has been conducted in Dodoma district. The aims of the study were to investigate the contribution of school inspection on the academic achievement of students, compare students' academic achievement in schools before and after regular inspections, find the correlation between frequency of inspections and improvement of students' academic achievement and finally get the views of stakeholders on how to improve the impact of school inspection on academic achievement. Despite the fact that school inspections are conducted by school inspectors stationed at district and zonal offices still academic achievement continues to drop, this is according to Uwezo Tanzania (2010). The observation has triggered concern on the failure of school inspection to provide the intended outcome. Five secondary Schools were involved in the study and three education stakeholders. Data collection includes questionnaires, Focus Groups Discussion and documentation. The research analysis based on school inspection and its contributions to higher academic achievement. Regularly it indicates the correlation between school inspection and academic achievement. To enhance the impact of school inspection on academic achievement, it was recommended that the budget for school inspection be increased, inspection schedules be followed, feedback to school be promptly provided, and frequency of inspections be increased. Also inspectors are required to provide adequate guidance and support to schools.

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LIST OF ABBREVIATIONS

CIS	Chief Inspector of Schools
CSEE	Certificate of Secondary Education Examination
DAS	District Administrative Secretary
EIS	Executive Information System
HEP	Higher Education Programme
MOEVT	Ministry of Educational Vocational Training
NECTA	National Examination Council of Tanzania
OECD	Organization for Economic Cooperation and Development
OFSTED	Office for Standards in Education
SEDP	Secondary Education Development Programme
TIE	Tanzania Institute of Education
URT	United Republic of Tanzania
ZCI	Zonal Chief Inspector

CHAPTER ONE

INTRODUCTION

1:1 Chapter Overview

This chapter contains ten sections as follows: Background to the study, Problem statement, Conceptual framework, Research aim, Overall objective, Specific Objectives, Hypothesis, Significance of the study, Definition of key concepts, and Organisation of the study.

1.2 Background to the Study

School inspection is a vital service in all schools, which can be used to ensure improvement of academic achievement in schools. The impact of the school inspection however, depends on how it is done, and whether the recommendations by school inspectors are used as a tool to impel improvement of school performance. If observation during school inspection is not effectively communicated to all stakeholders and if feedback and follow up is lacking and there is no implementation of inspectors' recommendations then school inspection will be a waste of time and resources. There are established performance indicators for quality education (see Appendix D) which are checked by both school inspectors and school supervisors. The schools where most of the performance indicators are attained are the schools which also perform well academically. School inspectors use the inspection findings to grade schools and to improve performance by providing guidance and support to

teachers. In Tanzania school inspectors perform both functions (inspection and supervision) but school authorities dwell mainly on supervision.

School supervision is a continuous process of providing guidance and support to teachers in order to improve the provision of education. In Tanzania supervision in secondary schools is conducted by heads of schools, deputy heads of schools, academic coordinators and heads of departments. In secondary schools, school inspection is provided by the zonal inspectorate office. The Directorate of School Inspectorate in Tanzania which was established in 1978 is the organ in charge of school inspection, (Ministry of Education, 1978).

Inspection and supervision are sometimes used interchangeably; however they have slightly different interpretations. According to Colin (2001), inspection involves observing work in schools, collecting evidence from a variety of other sources and reporting judgement. For him, inspection therefore involves making judgement about the significance and worth of what is observed, collected and reported. However, Aiyepetu (1987) argues that inspection, is not so much on judging teachers but on assessing teaching and identifying educational problems with teachers in order to help them to find solutions to the problems.

Supervision may also be described as the exercise of general superintendence over the activities of functionaries in an establishment. This involves a system of mobilizing staff through the provision of guidance, advice, encouragement and motivation, in the discharge of their duties (Whawo, 1995; Institute of Education

University of Ibadan, 1981). Supervision involves an in-house helping relationship in which the supervisor constantly and continuously guides and assists the teachers to meet set targets while school inspection involves a cooperative relationship whereby the school inspector comes into the school from outside to check and ensure that set targets are being met by both teachers and in-house supervisors (Olagboye 2004). The schools of thought on supervision and inspection by Aiyepeku (1987), (Whawo 1995) and Olagboye (2004) show that both activities focus on the schools' areas of weaknesses and provide solutions or recommend on possible remedies to the weaknesses.

Both school inspection and school supervision identify the shortcomings in the school setting and either passes judgement or provides remedial guidance and support to stakeholders. All stakeholders (school authorities, parents, students, school supervisors and school inspectors) support quality education. School inspectors and school supervisors work towards reducing the shortcomings in the school setting. Where the shortcomings are kept to a minimum, academic achievement and performance will be enhanced.

School inspection aims to produce graduates who are self reliant and who will contribute to national development and the economic welfare of the people in line with the roles of Tanzanian school inspectors as per MOEVT (2014) requirements which are:

- To inspect all schools and write reports with a purpose of advising the Commissioner for Education on matters which require decision making for improvement.
- To inspect, educate and advise owners, managers, school boards/committees and teachers on good implementation of schools' development plans.
- To initiate and conduct educational research and disseminate information for the purpose of improving teaching standards in schools.
- To act a link between the school, other institutions and the Ministry.
- To take part in book writing, book review and production of handouts and articles for various academic subjects.
- To pursue personal professional and teacher academic development.
- To conduct in-service training for teachers and carry out supervisory visits to improve the quality of teaching in schools.

School inspection is a vital means for monitoring the delivery of education according to stipulated curriculum and set standards. It also ensures efficiency and quality delivery in education. The efficiency and effective delivery of education under the decentralized and liberalized education system as stipulated in the Education and Training Policy document requires closer monitoring of schools as well as having adequate feed-back mechanisms between school inspectors and education agencies, managers and administrators at zonal, regional and district levels (MOEC, 1995).

The School Inspectorate is a department within the Ministry of Education and Vocational Training headed by the Chief Inspector of Schools (CIS) who is also the director of the department. The C I S directly reports to the Commissioner of Education. The CIS is supported by four sections in the department, namely Management, Basic Education, Secondary Education and Teacher Education. Each of these four sections is headed by a head of section. In this context, the focus will be inspection in secondary schools. The duties and responsibilities of school inspectorate at secondary and teacher education at zonal level are

- (i) to ensure effective inspection of secondary schools and teacher training colleges and their adherence;
- (ii) To set policy, aims, objectives and standards of education;
- (iii) To write progress reports on every subject taught in secondary schools and teacher training colleges;
- (iv) To prepare and implement action plans of their sections;
- (v) To compile secondary and teacher education statistics;
- (vi) To prepare monthly, quarterly, mid-year and annual progress reports concerning secondary and teacher education in the zone;
- (vii) To prepare annual budget of secondary and teacher education sections to be incorporated in the budget for the zone;
- (viii) To conduct and analyze surveys and other educational researches;
- (ix) To analyze national examination results concerning secondary schools and teacher training colleges;

- (x) To review books intended for use in secondary schools and teacher training colleges;
- (xi) To organize and participate in seminars, workshops and conferences concerning secondary and teacher education;
- (xii) To organize, recommend and facilitate in-service training for secondary school teachers and tutors in teacher training colleges and
- (xiii) To accomplish any other tasks assigned to them by the Zonal Chief Inspector of Schools (MOEVT, 2009).

1.3 Problem Statement

Based on the roles and expectations of the society on the importance of school inspection and its impact on academic achievement, the government of Tanzania spends some of taxpayers' money to support school inspection processes. One way to justify the taxpayers' money expenditures is to measure the impact of school inspection. Under this circumstance it was important to investigate the impact of school inspection on the level of academic achievement whereby this situation is still a challenge because lots of the government schools are still operating below standard by measuring the student's academic performance.

This study aims to find out whether there was any difference in academic achievement between schools which were regularly inspected and those which were not inspected. Knowing the impact of school inspection on academic achievement will justify the expenditure of money and create the desire and the need for the

government to improve schools inspection in a more efficient way. This study will be limited to secondary schools in Dodoma Region only due to the availability of enough data as well as it is an accessible area for the researcher.

1.4 Overall Objective

The overall objective of this study was to investigate the impact of school inspection on students' academic achievement.

1.5 Specific Objectives

This study comprised the following specific objectives:

- i) To investigate the contribution of school inspection on academic achievement
- ii) To compare students' academic achievement in schools before and after regular inspections.
- iii) To find correlation between frequency of inspections and improvement of student achievement
- iv) To investigate the suggestions of stakeholders in improving school inspection so as to have an impact on academic achievement.

1.6 Research Questions

The study answered the following research questions:

- i) Does school inspection contribute to higher academic achievement?
- ii) Do regularly inspected schools perform better academically?

- iii) Is there a correlation between school inspections and academic achievement?
- iv) What suggestions are given by stakeholders in improving school inspection so as to have an impact on academic performance?

1.7 Significance of the Study

This study will enable the Ministry of Education and Vocational Training to become aware of the impact of school inspection on student academic achievement. The study will motivate school inspectors to perform their duties more diligently. Teachers and heads of schools will see the advantages of their schools being inspected. NECTA and TIE will ally with school inspection in improving curriculum implementation and students' academic achievement.

1.8 Conceptual Framework

School inspection aims to eliminate the shortcomings in the provision of quality education. Therefore the aspects inspected (indicators of performance) and the recommendations given during school inspection focused on the improvement of academic achievement. As a result it was expected that shortcomings in the provision of quality education would be minimized in inspected schools leading to higher student academic achievement.

The school community which is provided with appropriate services to teachers and students and where an appropriate learning environment is maintained will be motivated to teach and learn. Such a community will also be willing to implement recommendations given by school inspectors. Motivated teachers and students

coupled with implementation of inspector's recommendations will naturally lead to higher academic achievement as illustrated in the conceptual framework showing the impact of school inspection on academic achievement. Figure 1.1 is the conceptual Framework indicating the impact of school inspection on academic achievement

Figure 1.1: A conceptual framework showing the impact of school inspection on academic achievement

(Author designed framework)

School Inspectors give recommendations to teachers and schools on how best to teach the students and create a suitable learning environment. Schools on the other hand provide social services to teachers and students and provide funds to improve/maintain the physical environment. Teachers and heads of schools are required as much as possible to implement school inspectors' recommendations in their schools. As the recommendations are implemented; students' academic achievement is improved. The input by school inspectors followed by implementation of their recommendations will enable the best use of the available resources and contribute to the schools' academic achievement.

1.9 Definitions of Key Concepts

In carrying out this study the following key concepts are defined in the context of the study as follows:

Inspect: To examine something carefully in order to judge its quality or correctness.

(Microsoft Encarta, 2009). In the context of this study is to examine and evaluate all activities in a school setting.

Impact: To have an effect on something or somebody and have an immediate and strong effect on something or somebody. In this study the impact is on the effect of school inspection on student academic achievement.

Achievement: Success and finishing well; the act or process of finishing something successfully. In this study achievement is where students score high in their examinations.

Supervision: Watch over an activity or task being done by somebody and ensure that it is performed correctly. In this study supervision relate to see to it that heads of schools, teachers, and students perform their duties effectively.

1.10 Organization of the Study

The study is organized into five chapters as follows. Chapter one gives the introduction to the study. Chapter two describes the relevant literature reviews. Chapter three describes the methodology used in the study. Data findings are presented, analysed and discussed in Chapter four. Chapter five gives the summary, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The Tanzania Development Vision 2025, accords high priority to the education sector which is considered to be pivotal in bringing about social and economic transformation as described in the vision statement. In this vision education is treated as a strategic agent for mind-set transformation and for the creation of a well-educated nation, sufficiently equipped with the knowledge needed to competently and competitively solve the development challenges which face the nation. In this light, the education system should be restructured and transformed qualitatively with a focus on promoting creativity and problems solving skills to cope with the political, social, cultural, economic and technological development challenges at national and international levels. (United Republic of Tanzania, 2000). Thus, the education system in Tanzania, including secondary education, plays a critical role in the development of the nation through continuous production of knowledgeable, creative, and problem-solving graduates. In response to this situation, the Government through its Ministry of Education and Vocational Training seeks to provide quality education and vocational skills to all Tanzanians. This is indicated in the Secondary Education Development Programme (URT, 2010).

Formative evaluation and summative evaluation of our education system have shown that not all of the students have met the standards set by the National Education vision in Tanzania. Uwezo in Tanzania (2010) has observed the shortcomings of this thrust as provided below:

For standard three students, seven out of every ten children could not read basic Kiswahili, nine out of every ten children could not read Basic English and eight out of every ten children could not do basic mathematics. For primary school leavers, one in every five children could not read standard two levels Kiswahili, half the children could not read Basic English at all and seven out of every ten could only do standard two levels Mathematics. Therefore despite the enormous advances in education made possible by investing trillions of shillings each year, the vast majority of children in Tanzania were not learning effectively (Uwezo Tanzania, 2010). The above shortcomings have persisted despite the school inspection provided in our schools. The researcher feels that one effective way to address the noted shortcomings is effective school inspection and supervision.

2.2 Concept of Supervision

The word “supervision” refers to the act of taking charge of people and being responsible for making sure that they do their work (Longman Dictionary of contemporary English, 2000). In the context of education, supervision refers to the task normally assigned to an official responsible for making sure that teachers do their work effectively in accordance to a set of educational standards (Olagboye, 2004). Universal Basic Education Programme

Harris (1996) defines supervision as a function of operations that focus on instruction and teaching, especially on the need for change. Supervision therefore is used to describe those activities that are primarily and directly concerned with studying and

improving the conditions that surround the learning and growth of pupils and teachers. In this light, Ogunu (2000, p.108) defines educational supervision as “the art of overseeing the activities of teachers and other educational workers in a school system to ensure that they conform to generally accepted principles and practice of education....”

Supervision involves a system of mobilizing staff through the provision of guidance, advice, encouragement and motivation, in the discharge of their duties (Whawo, 1995; Institute of Education University of Ibadan, 1981). The supervisor in a school setting can be the principal, vice principal, department or subject head/coordinator. In the United States and many British Commonwealth countries, the principal or head of school is recognised as an instructional supervisor (Harris, 1996).

2.3 Concept of Inspection

Inspection is a pivotal concept in most organisations of the world. It is described as comprising all efforts to ensure compliance to set standards. Etymologically, “Inspection” is from the Latin word “inspicere,” meaning to look closely. The Longman Dictionary of Contemporary English (2000) defines the verb ‘Inspect’ as: “An official visit to a building or organisation to check that everything is satisfactory or that rules are obeyed.” The Oxford English Dictionary (2002) on the other hand puts it differently: as an official visit to an organisation to check on standards of performance. The International Encyclopaedia of Education (1994) defines

inspection as “a careful, narrow, or critical examination or survey of what is happening in a particular situation at a particular point in time.”

These three definitions above tell us two things about inspection. Firstly, it is an organizational phenomenon. Such an organisation may be religious (e.g. churches), financial (e.g. banks) or educational (e.g. schools or colleges). In this work, the focus is on inspection in the educational system. Secondly, it is designed to ensure that all the various segments of an organization are constantly and consistently tailored towards its set goals by complying with the requisite standards and means. This is to ensure that there is always an agreement between the structure of the organization and its strategy through regular and critical evaluation of its performance vis-à-vis its objectives.

In the guidelines for Federal inspectors of schools in Nigeria, inspection is seen as a leadership function that is primarily concerned with the improvement of instruction to all intents and purposes. Federal Ministry of Education (1990), cited in Omoregie (2004). Dodd (1962) cited in Ogunu (2001, p.116) conceptualises inspection as “that specific process whereby a school is examined and evaluated as a place of learning in such a way that advice is given in a report for its improvement.” Dodd introduces the idea of ‘improvement’ into the concept of inspection. In this light, Aiyepoku (1987, p.13) says, “Inspection means assessing the state of teaching and learning with the aim of improving educational standard.”

The Tanzanian concept of inspection accommodates the three concepts from the Nigeria Federal Ministry of Education, since school inspectors are expected to lead teachers to improve their teaching strategies, (Giwa 2005), since school inspectors examine and evaluate all the activities in the school setting, and Aiyepku (1987, p 13), since school inspectors are expected to assess the teaching strategies and provide support and guidance to teachers for improvement.

2.4 Purpose and Functions of School Inspectors

According to Olagboye (2004, p 218), the purpose and functions of school inspectors are:

- (i) To keep teachers abreast of new trends in the teaching methodology of the various subjects in the curriculum;
- (ii) To inspect all schools and colleges below tertiary level and ensure that they are being run according to the national policy and objectives;
- (iii) To ascertain that schools are functioning optimally and that public funds are being judiciously expended in this connection;
- (iv) To assess and report on the efficiency of the teaching-learning process in the schools and colleges
- (v) To assess and report on the efficiency and effectiveness of teachers in the schools and colleges
- (vi) To advise on maximum utilization of available scarce educational resources

- (vii) To supply the ministry of education with current information, including statistics on education standards, problems and potentialities of the schools and colleges inspected
- (viii) To inspect schools and colleges with the purpose of recommending them to the Government for approval or accreditation and recognition for external examinations (Olagboye, 2004, Pp. 218-)
- (ix) To examine the accounts and records that are required to be kept by schools and colleges in accordance with relevant Education Law and Regulations
- (x) To offer professional assistance and guidance to teachers and school heads on how best to improve the teaching-learning process as well as class and school level environments.

2.5 Education Challenges

In Tanzania, the review of the first Secondary Education Development Plan (SEDP I) and an analysis of the then existing challenges, exposed the following issues which undermined the education quality and which were targeted in the second Secondary Education Development Programme (MOEVT, 2006).

The challenges include:

- i) Poor performance in secondary education examinations, with most students getting marginal pass of Division IV or failing completely.
- ii) Inequalities in learning environments among different schools resulting in inequalities of learning outcomes, with girls doing poorly in both participation rates and pass rates, especially in science and mathematics subjects.

- iii) Community secondary schools are doing consistently poorly due to insufficient infrastructure, including many construction projects that started under SEDP I but were not completed.
- iv) Lack of or non use of laboratories in most schools resulting in students doing the science subjects theoretically, and most of them doing badly, which in turn has resulted in an avoidance syndrome, with most students enrolling in social science/arts subjects, rather than natural sciences and
- v) Poor teaching approaches in the classroom, as it is teacher-centered, with students relying heavily on the teacher and old notes, and
- vi) Classroom time not being used efficiently and effectively for mental engagement of the students and
- vii) Limited school management skills of some heads of schools affecting daily running, academic performance and financial management of schools Leading to low transition rates (hardly 30%) from Ordinary to Advanced Level Secondary Education due to limited Form 5 places. (MOEVT, 2006).

In view of the above observations it is obvious that there are other factors apart from school inspection which impact on student academic achievement.

2.6 Opinion of Teachers about Inspectors Visits

Recent data from Higher Education Programme (HEP), research highlights the level of dissatisfaction among teachers on the impact of school inspection. In Guinea, for example, teachers, when asked for their opinion about the utility of different sources

of professional support, placed visits by the different categories of inspectors at the bottom of the list. Highest was personal reading, followed by teachers' pedagogical meetings, discussions with colleagues, support by the principal, model lessons and in-service training, and lowest was visits by inspectors. Martin and TaNgoc, (1993, p. 204). When compared to Guinea, the situation was only slightly better in Madhya Pradesh India, where 55 per cent of teachers thought that inspectors were of no or little benefit and only 8 per cent considered them to be of very much help. Headmasters and colleagues were seen to be of very much help by 22 and 24 per cent respectively (Govinda and Varghese, 1993, p. 160). In Puebla, in Mexico, only about 10 per cent of teachers considered that they received strong pedagogical support from inspectors (Schmelkes et al, 1996, p. 85). The most confident schools used inspections as a form of valuable consultancy (OFSTED, 1994, p. 44). "In over half of the confident schools, staff were disappointed that there was not adequate opportunity for discussion with inspectors after lessons" and they deplored in particular the "lack of professional dialogue between teachers and inspectors" (OFSTED, 1994, p. 26).

2.7 Implementation of Inspectors' Recommendations

Inspectors' recommendations are not usually immediately implemented. The observation in Scotland and Spain demonstrates the delay in implementing the recommendations. Nearly a year after the inspections, "only a third of the recommendations could be said to have been at least substantially implemented. It appears that some types of recommendations were more likely to be implemented

than others; for example, those concerned with management/administrative procedures and the production of school documentation. In contrast, recommendations involving issues of assessment, curriculum delivery and evaluation, and teaching and learning appear, at best, to have been only partially implemented. Recommendations which implicitly assume some consequent change in the practice of teachers are likely to be among the most difficult to accomplish in the short term" (Gray and Wilcox, 1995, p. 14). The authors relate the lack of implementation at least in part to the scarcity of professional support afforded to schools. Support services, which were mostly provided by the local authorities, have indeed suffered under these same reforms. In other words, this whole reform process "has proved an excellent framework for identifying a school's weaknesses, but does not address in any detail how to put them right" (OECD, 1995, p. 62).

Approaches adopted by Scotland (Macgregor, 1995, pp. 100-101) and Spain (OECD, 1995, pp. 118-120), among others, demand that Inspectors and schools work together to raise standards and integrate follow-up visits by inspectors in the inspection process. The inspector should conform more to the image of a friendly adviser than the outside evaluator.

In Tanzania the general public is in favor of school inspection (Eisemon 1992, p 201). This result from the realization, that inspection and support of staff play a crucial role in monitoring and enhancing the teaching process. However, school inspection consists of irregular and brief school visits, mainly to fulfill the

administrative duty, therefore its influence on, teaching is minimized. Even where inspection visits are efficiently conducted, their impact will take time in improving the academic achievement of the schools due to the inadequate implementation of inspectors' recommendations. On the one hand, it is true that regular school inspections do improve teacher attendance and teacher motivation. The positive influence of school inspection however should not result from restrictions on teacher autonomy by ensuring compliance with ministry policies relating to instruction and thus discouraging creativity. The opposite might well be true: "strategies and practices that are effective in boosting student performance are not necessarily the ones that conform to ministry policies" (Eisemon et al, 1992, p. 201). This is not to say that inspection and support to staff should promote non-compliance with ministry policies. The right conclusion to draw is inspectors should have as an overarching objective of teacher development. To quote Lyons and Pritchard (1976, p. 15) "Effective inspection appears to us to involve not only observation and assessment, not only looking at teachers but looking at educational problems with teachers and helping to point the way to their solution". This is, of course, easier said than done since it involves a fundamental change in attitude not only on side of the inspectors but also of all actors involved in managing the education system.

Inspection and support services do not exist in a vacuum. The nature of their environment is important from at least two points of view, its development and its power structure. The first point is obvious: "The influence for improvement that an inspectorate can exert is strongly conditioned by the circumstances in which teachers

teach and pupils learn. If, for example, where the physical environment of the schools are poor, with inadequate and dilapidated buildings and a lack of essential books and teaching equipment; if there is a high wastage rate of pupils and a high pupil/teacher ratio and the schools work in two or more shifts; if the pay and status of teachers are low with little financial incentives for professional improvement and responsibility; and if many of the teachers are untrained or undertrained and the head is merely a bureaucrat, the efforts of any inspector to improve the quality of the work are likely to be severely handicapped" (Lyons and Pritchard, 1976, p. 16). In other words, improving inspection is not any more of a panacea than improving any other single factor which plays a role in the complex process of teaching and learning. Improving inspection should be part of a comprehensive programme which, amongst other things, ensures that at least a minimum of resources are available to schools and to inspectors. The issue of relations of authorities in the education system is also important in implementing inspectors' recommendations (Carrón, 1994) in Swartz, (pp. 37-54).

2.8 Limitations to Internal Supervisors

In secondary schools, the head of school cannot easily give subject-related support to all teachers. However they can be assisted in that aspect by assigning the supervision functions to senior teachers or subject coordinators. Evidence from research conducted in Malaysia and Morocco shows that the assigned staff for different reasons, such as friendship and maintaining social relations, seldom plays that role efficiently (Caillods et al, 1997). This observation does not imply that in-school

supervision and support is impossible or futile. It rather shows that it cannot be taken for granted and more precisely that inspection and support remains in most cases necessary to strengthen the impact of school-based strategies. Many heads of schools will need to receive specific mentoring training in order to offer useful supervision and support to their teachers. Such training already takes place in several countries. A programme in Lesotho combines this with teacher in-service training, whereby the Heads are assigned the specific task to mentor one of the untrained persons taking part in a parallel programme, (Heneveld and Craig, 1996, p. 32). Various manuals for school staff, focusing on, or including supervision have been produced, for example by the Commonwealth Secretariat (1993), in the Maldives (1995). The successful combination between school inspection and school based strategies for supervision and support, would serve as a model for directing systems and/or for restructuring existing ones and/or for developing appropriate models for qualitative improvements in education.

2.9 The Contribution of Effective Inspection

Effective inspection is seen as one key to the complex issue of improving the quality and efficiency of education, the quality of educational management and the quality of educational attainment. The twin responsibilities of quality control and quality improvement are undertaken by inspectorates and supervisory service (Young, 1981).

Firstly, it is assumed that inspectors actually do assist the improvements in the quality of performance of the pupils by systematically monitoring the instructional

processes in schools, guiding teachers to achieve higher standards of teaching and evaluating objectively the teaching-learning processes. In so doing school inspectors help in maintaining as well as upgrading performance standards. They impact through teachers rather than directly upon pupils.

The second rationale is that school inspectors constitute a conduit between the administration at the central political level entrusted with formulating educational policies and those actors at the local level charged with implementing 'official' policy decisions. The argument is that inspectors act as the 'eyes' and 'ears' of the system and communicate from one to the other. By monitoring the perceptions of local administrators, teachers and the community at large about significant policy issues and their implementation and by feeding these perceptions back to the central administration, they serve as links between them, providing a crucial linkage.

The third rationale is that inspectors and supervisors undertake, as agents of educational administration, routine administrative tasks and roles, such as routinely monitoring the supply of resources, monitoring their effective use, determining the supply and availability of teachers and determining their career growth. In other words, they monitor not only quality control but also the supply and utilization of fiscal and material resources and determine the career progression of teachers. The overall arguments are that effective inspection is one of the major keys to the issue of improving the quality of educational management, delivery and achievement because of the decisive control exerted by inspectors over educational systems.

El Diario (1988) reveals that school Inspection is more likely to impact on academic achievement as it provides a clear vision and sense of direction for the school, focuses the attention of teachers on what is important and do not let them get diverted and sidetracked with initiatives that will have little impact on the work of pupils. School inspection makes teachers know what is going on in their classrooms, has a clear view of the strengths and weaknesses of the teachers, knows how to build on the strengths and reduce the weaknesses, focuses on the teacher development programmes and on the real needs of the teachers and school. Inspectors will achieve the above successes through systematic programme of monitoring and evaluation. The inspectors clarity of thought, sense of purpose and knowledge of what is going on means that they can get the best out of heads of schools and teachers, which is the key to influencing work in the classroom and to raising the standards achieved by pupils. In general school inspectors have positive contributions to the school system, where inspectors and teachers work together in addressing the existing challenges in the school system.

According to a case study conducted in Bunda district by Machumu (2012), teachers gave their views on school inspection as indicated by the percentage respondents in brackets as shown in the tables below: Teachers (85.7%) felt that school inspection does not impact on teaching methods although it is generally useful. Teachers (81.1%) feel that school inspection is not a waste of time and (55.7%) feel that school

inspection is not stressful to teachers in teaching. However they prefer to be inspected by school inspectors compared to other supervisors.

Table 2.1: Teachers preference on inspector's supervision

Supervisor	Teachers' preference	
	Agree	Disagree
Teachers	85.7%	14.3
School inspectors	81.1%	18.9%
Heads of schools	35.7%	64.3%
DEOs	1.4%	98.6%
Both Inspectors and School heads	17.1%	82.9%

Teachers also disapproved the negative aspects of school inspection: These negative aspects as indicated by teachers included.

- (i) School inspectors use harsh language (41.4 %),
- (ii) School inspectors feel superior (24.6 %),
- (iii) School inspectors discourage teachers (15 %),
- (iv) School inspectors stress teachers (19.3%).

The above data shows that school inspection if properly conducted is an activity which is essential in school improvement.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology that will be employed in this study. It spells out the techniques and methods of sampling, data collection, processing and analysis methods and highly the limitation of the study. Thus it will include research design, area of the study, study population, sampling procedure, focus group discussion, documentary review, validity and reliability, data collection and questionnaire

According to Kothari (2004), research methodology as a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically Crotty (1998:3) on the other hand defines research methodology as a strategy, a plan of action, a process or a design lying behind the choice and use of particular methods and linking the choice and use of methods to the desired outcomes. Camarinha (2009) defines methodology as the study of methods involved in some field, in an endeavor or in problem solving or a systematic method coded in a series of steps taken to complete a certain task or to reach a certain objective. Methodology is also defined as the analysis of the principles of methods, rules and postulates employed by a discipline, the systematic study of methods that can be or

have been applied within a discipline or a particular procedure or sets of procedures used in a discipline.

3.2 Research Design

Research design is a plan which clearly shows the way and strategy or plan of action to accomplish an investigation as best decided by the researcher. A research design is a plan which specifies and states clearly the population to be studied, the methods for the study and the procedure for processing and analyzing the data (Kothari 2009). Creswell (2003) defines a research design as the plan of action which specifies exactly who or what is to be studied, when, how and for what purpose a study is conducted. This study used a case study design where by five schools from Dodoma municipal council were used.

3.3 Area of the Study

This study was conducted in secondary schools located in Dodoma district in Dodoma region. Dodoma region has been selected because it was accessible to the researcher. Study area simplified the whole process of data collection since there are many respondents due to the large number of schools as well as inspections activities which are conducted yearly. Also the selected study area is very helpful for the researcher to do the best research due to the facing Limited of fund and time

3.4 Study Population

Kothari (2004) defines population as the total number of subjects or the total elements which will be used by the researcher. Dodoma district has 51 secondary

schools (School inspection reports 2013). That number of schools was adequate for the planned research. Also there were other education stakeholders who provided useful data on school inspection and the academic achievement in schools. These were from the focus discussion groups, head of schools, teachers, inspectors of schools and Education officers.

3.5 Study Sample

Kothari (2004) defines population as the total number of subjects or the elements of interest to the researcher. While Kumar, (1996) has defined a sample as a representative of a population in question; when it is used in the study the results obtained from this sample will be considered as if the whole population was used.

As far as this study is concerned, Dodoma region is qualified for the research. It has 215 secondary schools. During this research only Dodoma region has been selected because there are enough population samples which included supervisors, school inspectors, head of schools and District Education Officers. Dodoma region has been selected because it is a nearer place for data collection and analysis; it is the core center for the researcher in which questionnaire will be distributed to the entire selected sample.

3.5.1 Sample size

The study sample comprised of respondents from 5 secondary schools and from other stake holders. These include Head of schools, academic coordinators; education officers and teachers, which make a total of 50 respondents as shown in Table 3.1.

Table 3.1 Sample size of the study

Sample group	Number of the respondents
Head of schools	5
Academic coordinators	5
Education officers	5
Teachers (7 teachers from 5 schools)	35

3.5.2 Sampling Techniques

Purposeful sampling was used to get a list of inspected schools and the members of focus group who were conversant with school inspection and students' academic achievement. Simple random sampling method was used to obtain the schools which were involved in the study. From a list of secondary schools from Dodoma district in Dodoma region which had been inspected in the last six years, 5 - 6 schools were selected by random sampling. The names of the schools were written on small pieces of papers, folded and mixed. 5-6 pieces of paper were picked from the pile for the purpose of this research. The researcher will ensure that the sample size will be able to represent the whole Dodoma region by collecting right and enough information for the study.

3.6 Data Collection

Data collection is a general term covering the collection of information such as face-to-face interviewing in-home, in the street, in a central venue, at place of work, group discussions, depth interviews, telephone interviewing from a telephone center; telephone interviewing from interviewers' home. Data collection methods to be used in this research work will be questionnaires for both school staff and others

3.6.1 Questionnaire

This research collected both primary and secondary information questionnaires will be distributed for all respondents of the secondary schools and for listed stakeholders a guiding questions will be used. Secondary information have been collected from document review/written from different scholars who wrote about the research study manually and electronically (through reviewing other scholars' literature)

3.6.2 Document Review

This research has been supported with secondary information from different documents written by different scholars about the impact of school inspection on student's academic achievement. Documentary review from books, internet, journals and other published documents like dissertations and thesis, government publication, archives are used as sources of information. This method will enable the researcher to get information from different people to support the research work. It will also provided skills and literature review related to problem solving on school inspection done by various people.

3.7 Validity and Reliability

Validity is concerned with evidence, objectivity, actuality, deduction, reason, fact and Universal laws (Winter, 2000). Validity finds out whether the research really measures out what was intended to measure. Validity also determines the accuracy of the means of measurement. To ensure Validity of this study, different techniques of data collection were adopted, including questionnaire, interviews and discussions to see if they could give the same collection of the needed information. Reliability involves stability or dependability of an instrument or procedure in order to obtain information, (Kothari, 2004). (Hutton, 2004) on the other hand defines reliability as how consistent a research procedure or instrument is. In this research to ensure reliability of data and analysis pretesting was done on questionnaires to two and one focus group member respondents before the actual collection of data was done.

3.8 Research Ethical Considerations

The study considered all fundamental research ethics where confidentiality was ensured to all participants. Protection of research participants from any harm as a result of the information they provided were also observed. Participants were informed about the objectives of the study, procedures, risk and benefits of the research and gave their consent to participate in the study and that no information from them would be disclosed to other people.

In order to carry out the study ethically and legally, the researcher obtained a research clearance letter from the Open University of Tanzania. The research clearance letter

from Open University of Tanzania was presented to the Dodoma District Administrative Secretary (DAS) who issued a permission letter to collect data in the targeted schools in the study area. The research clearance letter from the Open University of Tanzania and permission letter to carry out the study in the secondary schools in the district are found in Appendix D and E respectively.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents and analyses the data collected and gathered from the sources which have been outlined in chapter three with a view to lay a basis for discussion based on data as gui The analysis is concerned with the role of 4ps marketing strategies in higher learning institution in Tanzania specifically at the Open University of Tanzania because it is convenient for my study due to its affordability, geographically and academically coverage.

The presentation, analysis and discussion dealt with in line with the conceptual framework that presented on chapter two based on the research questions. The first section presents and analyses the impact of school inspection on student's academic achievement with its effectiveness with the growth on schools in academic area for students

The second section focuses on the conclusion and application policy which can be useful to Dodoma region school samples, all schools in Tanzania, readers, society and other researchers in emphasizing and strengthens effective the results of the school inspection to support the growth of the school academically.

The last section includes recommendation and new research area which can be done by the other researchers, recommendations should be done referring to the information collected and its outcomes based on the study conducted.

4.1.1 Academic Coordinators/Heads of Schools Results

The frequency of inspections ranged from one inspection to three inspections in that period. Both basic and follow up inspections were conducted. Subject inspections were conducted during basic inspections but no subject workshops were conducted in the researched schools during that period. In addition the school positions in form 2 and form 4 examinations went up. The heads of schools and academic coordinators (90%) believed that the academic improvement achieved was related to the implementation of inspectors' recommendations given during basic inspections.

Teachers on the other hand requested that school inspectors to provide more guidance and support to teachers in the form of workshops and seminars. Also school inspections should be conducted more often, twice a year with more inspection time with teachers rather than with heads of schools or checking documents. On the other hand teachers and school authorities were required to implement inspectors' recommendations.

4.1.2 Focus Group Discussion Results

The five Focus Group members were selected from long experienced teachers, heads of schools and education officers who were familiar with school inspection. They agreed that school inspection had an impact on academic achievement. School

inspections enhanced lesson preparation, student exercises and enforced teaching/learning principles. School inspectors provided support and gave guidance to teachers on teaching content and teaching strategies.

All (100%) of the members agreed that school inspections focus on all of the school activities and the school environment. However not all recommendations given by school inspectors were implemented by school authorities. The reasons for not implementing inspectors' recommendation included; shortage of funds, poor leadership, shortage of teachers and shortage of teaching/learning materials.

All respondents acknowledged that schools which implemented inspectors' recommendations had improved to a great extent in subject teaching and academic standard. They advised that school inspectors be given adequate funds and materials in order to provide timely feedback.

4.2 Discussion

The research aimed to answer following four research questions

- i) Does school inspection contribute to higher academic achievement?
- ii) Do regularly inspected schools perform better academically?
- iii) Is there any correlation between school inspections and academic achievement?
- iv) What are the suggestions of stakeholders in improving the impact of school inspection?

All teachers and focus group members agreed that school inspection has an impact on academic achievement. This was supported by the change in average subject grades in regularly inspected schools. They also noted that schools which implement inspectors' recommendations have improved to a great extent in subject teaching and academic standard. This confirms that school inspection contributes to higher academic achievement.

Three schools number one (inspected once), number two (inspected twice) and number four (inspected thrice plus one w/shop) had a rise in their average subject grades. It will be noted that school number one and school number four had the greatest change in average subject grade. This shows that regularly inspected schools perform better academically. Also it shows that there is a correlation between the frequency of inspection and academic achievement.

Stakeholders gave their suggestions to improve the impact of school inspection on academic achievement. The impact of school inspection will be enhanced if the budget for school inspection is adequate, if inspection schedules are followed, if feedback to schools is promptly provided, if frequency of inspections is increased and if inspectors provide adequate guidance and support.

This study comprised of the following specific objectives:

- i) The first objective of this study was to investigate the contribution of school inspection on academic achievement. This objective was investigated by the question:

Does school inspection contribute to higher academic achievement?

The study revealed that heads of schools and academic coordinators attributed the improvement in academic achievement to school inspections. The three schools with a significant increase in national scores revealed that the key to higher national grades lay with the implementation of inspectors' recommendations. The impact of school inspection was minimal in schools which failed to implement inspectors' recommendations due to shortage of funds, shortage of buildings, shortage of teachers and teaching resources. This was noted by HOS and Academic coordinators and members of focus group discussions. In all schools there was a significant increase in the average subject scores during the five year period (2008-2013), although the grade awarded by school inspectors remained constant. Three schools (60%) which moved higher in the national school rank agreed that the improvement noted was a result of implementing inspectors' recommendations.

Based on the recommendations given by school inspectors all the schools had shortcomings which negatively affect academic achievement. Despite the recommendations given to school authorities failed to improve due to shortage of funds (100%), shortage of buildings (40%), shortage of teachers and shortage of teaching resources. However school inspections have a positive impact on schools,

they improve school management, classroom teaching and teacher attendance to school and lessons.

- (ii) The second Objective was to compare students' academic achievement in schools before and after regular inspections.

Do regularly inspected schools perform better academically?

Student scores in forms 2 & 4 went up but schools remain within the same grade. It was noted that school number one (inspected once), school number two (inspected twice) and school number four (inspected thrice) had the greatest change in average subject grade. School number one and school number four had the greatest change in average subject grade. This shows that regularly inspected schools perform better academically however school inspection is not the only factor influencing student academic achievement.

- (iii) The third objective was to find the correlation between frequency of inspections and improvement of student achievement

Is there a correlation between school inspections and academic achievement?

The frequency of inspections ranged from one to three inspections during the five year period. School inspections enhanced lesson preparation, student exercises and enforced teaching/learning principles. School inspectors supported and gave guidance to teachers on teaching content and teaching strategies.

It was noted that school number one and school number four had the greatest change in average subject grade. This showed that regularly inspected schools performed better academically. Also it showed that there was a direct correlation between the frequency of school inspection and academic achievement.

- (iv) The fourth objective was to investigate the suggestions of stakeholders in improving the impact of school inspection on academic achievement.
- (v) What suggestions were given by stakeholders in improving the impact of school inspection?

It was noted that despite school inspections there were no perfect schools.

Stakeholders gave their suggestions to improve the impact of school inspection on academic achievement. The impact of school inspection was be enhanced if the budget for school inspection was adequate, if inspection schedules were followed, if feedback to school was promptly provided, if frequency of inspections was increased and if inspectors provided adequate guidance and support.

The details of the findings of the research are shown below:

<p>Questionnaire for academic coordinators Between 2008 – 2013</p> <p>(a) How many times were subjects inspected in your school?</p> <table border="1"> <tr> <th>School</th><th>Response</th></tr> <tr> <td>1</td><td>Once</td></tr> </table>	School	Response	1	Once	<p>Questionnaire for Heads of schools 1. The years between 2008 – 2013</p> <p>(a) How many times was your school inspected?</p> <table border="1"> <tr> <th>School</th><th>Response</th></tr> <tr> <td>1</td><td>Once</td></tr> </table>	School	Response	1	Once
School	Response								
1	Once								
School	Response								
1	Once								

2	Twice
3	Twice
4	Thrice
5	Once

- (b) Were subject workshops conducted during follow up inspections?

School	Response
1	None
2	None
3	None
4	Once
5	None

1. (a) During that period which subject(s) showed a change in the academic achievement at national examinations?

School 1

Subjects	Initial Grade	Final Grade
Kiswahili	D	C
Biology	F	C
Physics	D	C
English	F	C

School 2

--	--	--

2	Twice
3	Thrice
4	Thrice
5	Once

- (b) i. How many basic inspections were conducted?

School	Response
1	Once
2	Twice
3	Twice
4	Thrice
5	None

- ii. How many follow up inspections were conducted?

School	Response
1	Twice
2	Once
3	Once
4	Thrice
5	Once

2.

Subjects	Initial Grade	Final Grade
Biology	D	D
Kiswahili	D	C
B/Maths	D	D
English	D	C

School 3 Not filled

School 4

Subjects	Initial Grade	Final Grade
Mathematics	F	B
Kiswahili	D	B
Biology	D	B

During the basic inspections what grades was your school awarded?

School 1	Grade
2008	D

School 2	Grade
2008	B
2013	C

School 3	Grade
2012	C
2013	B
2014	B

school 4	Grade
2008	C
2013	C

School 5

Subjects	Initial Grade	Final Grade
Mathematics	D	C
Kiswahili	B	A
Biology	C	A
Chemistry	C	B
Geography	C	A
Physics	C	A

2. b) Is the change in grades shown above related to the implementation of the recommendations given by school inspectors?

School 1	School 2	School 3	School 4
Yes	Yes	No response	No

a) In which areas was your school required to

School 5
N.A (No Basic Inspection Done)

3. How has your school position changed in the Form 2 and Form 4 examinations?

School 1

National Position

F2 from $\frac{322}{332}$ to $\frac{261}{353}$

F4.....from $\frac{2972}{3197}$ to $\frac{3186}{3396}$

(Year – not given)

School 2

National Position

F4.....from $\frac{1813}{3256}$ to $\frac{1771}{3392}$

(2012 - 2013)

improve?

School	1	2	3	4	5
Teaching methodology	√	√		√	√
Teaching environment		√		√	
Subject mastery					
Teacher adequacy	√	√			
Teaching resources	√	√	√	√	√
Any other relevant areas:					

Indicate by ticking √

b) How many of the above areas in 3(a) did your school manage to implement inspectors' recommendations?

School	1	2	3	4	5
Teaching methodology	√	√		√	
Teaching environment		√	√	√	
Subject mastery					

School 3 - Data not clear

School 4 - No data was given

School 5 – Form 2(zonal)

$$\frac{9}{348} \quad \text{to} \quad \frac{3}{349}$$

2011 – 2012

Regional F2

$$\frac{5}{202} \quad \text{to} \quad \frac{2}{206}$$

2011 – 2012

4. (a) In which areas was your school required to improve?

School	1	2	3	4	5
School Management and Administration	√	√			√
Curriculum Implementation	√				
School Buildings	√	√	√	√	

Teacher adequacy	√	√			
Teaching resources	√	√		√	√
Any other relevant areas:					

Indicate by ticking √

4. What reasons have made your school fail to implement inspectors' recommendations on academic matters?

School 1 Lack of laboratories and library
Shortage of teachers

School 2 Lack of teaching and learning facilities
Lack of laboratories and libraries
Few number of teachers especially for Science and Business Subjects

School 3

– Lack of funds

School 4

- Lack of funds to support academic matters.
- Poor motivation for schools from the government.

School 5

– Irregular preparation of lesson plans

Furniture and School Materials	√	√	√	√	√
School Environment and Surroundings	√		√		√
School Culture					√

Indicate by ticking √

(b) How many of the above areas in 3(a) did your school manage to implement inspectors' recommendations?

School	1	2	3	4	5
School Management and Administration	√	√		√	√
Curriculum Implementation				√	
School Buildings					
Furniture and	√	√	√	√	

5. Based on your experience

a) Do school inspections have any impact on academic achievement?

b)

School	Yes	No
1	√	
2	√	
3	√	
4		√
5	√	

If yes say what type of impact.

1. Basically it helps but it needs frequent visits

2. - To emphasize/remind to remind the teachers to do their responsibilities eg lesson plan preparation

- Increasing teaching efficiency to teachers

3. Create awareness to teachers and administration

4.- N.A. (Not filled)

5. - Enhance effective teaching

Helps in preparation of teaching documents

c) Has the impact given in 5(b) above

School Materials					
School Environment and Surroundings	√			√	
School Culture				√	√

Indicate by ticking √

5. What reasons have made your school to fail to implement inspectors' recommendations?

School 1

- Lack of funds for buildings
- Reluctance by some teachers and students to implement curriculum activities

School 2

- Shortage of needed buildings and other facilities

School 3

- Lack of funds (money)
- Shortage of water

affected your school national/regional position in the form two and form four examination results?

School 1

National Position

F2 from $\frac{194}{281}$ to $\frac{95}{286}$ (2008 – 2009)

F4.....from $\frac{2971}{3196}$ to $\frac{801}{3098}$ (2010 - 2011)

Regional Position

F2 from $\frac{194}{281}$ to $\frac{95}{286}$

(2008 – 2009)

F4.....from $\frac{104}{142}$ to $\frac{17}{96}$

(2010 - 2011)

School 2

National Position

F4.....from $\frac{1813}{3256}$ to $\frac{1771}{3392}$ (2012 - 2013)

School 3 No data was given

School 4 Not filled

School 5

Form 2 $\frac{9}{348}$ to $\frac{3}{349}$ 2011 – 2012

School 4

- Shortage of funds (funds only from fees)
- Shortage of teachers

School 5

- Some teachers failed to prepare lesson plans regularly

6. Based on your experience

- a) Do school inspections have any impact on academic achievement?

School	Yes	No
1	√	
2	√	
3	√	
4	√	
5	√	

- b) If yes say what type of impact.

School 1

- When inspectors observe lessons they advice subject teachers on areas of improvement
- When inspectors observe

<p>6. What should school inspectors do to have a greater impact on academic achievement?</p> <p>School 1</p> <p>More workshops during inspections Needed</p> <p>School 2</p> <ul style="list-style-type: none"> – Government to provide all teaching and learning facilities to Schools – Motivate good teachers <p>School 3</p> <ul style="list-style-type: none"> – Provide seminars to teachers on teaching <p>School 4</p> <ul style="list-style-type: none"> – Make follow up on areas no done well <p>School 5</p> <ul style="list-style-type: none"> – Inspect all schools even the good ones 	<p>academic documents and lack time to conduct w/shop there is no impact</p> <p>School 2</p> <ul style="list-style-type: none"> – Improvement of school management – Improvement of classroom teaching – Improvement of extra curricular activities <p>School 3</p> <ul style="list-style-type: none"> – Improvement of preparation of academic documents – Improvement of teacher attendance <p>School 4</p> <ul style="list-style-type: none"> – Raise awareness on how to plan and conduct lessons <p>School 5</p> <ul style="list-style-type: none"> – Provides support and guidance to teachers and school management <p>7. What advice would you give to increase the impact of school</p>
---	---

inspection on academic achievement?

School 1

- Increase inspection time so as to see the whole day's activities and meet teachers
- Spend less time with School Heads

and more time with teachers. Message to teachers should be given directly and not through Heads of Schools

- Visit schools more frequently

School 2

- More supervision/inspection visits
- Advise the Govt to improve buildings, furniture and other Teaching/Learning materials

School 3

- Inspect schools and especially curriculum implementation twice a year.

School 4

- Accept advice given by Inspectors so as to improve school grades and the national performance.

	<p>School 5</p> <ul style="list-style-type: none"> – - Inspect schools more frequently – Conduct subject w/shops in underperforming subjects – - Increase inspector – teacher contact time in order to provide greater guidance and support
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Guiding questions for Focus Group Discussions

1. a) What is your experience in the education sector?

b) Does school inspection have any impact on academic achievement of the inspected schools?

c) What type of impact is contributed to academic achievement?

Participants
<ul style="list-style-type: none"> – Makes teachers active in lesson preparation in doing evaluation after teaching – Enables subject teachers in regular checking of student exercises – Ensures both subject teachers and students adhere to principles of teaching and learning activities – The impact is positive. If the school regularly inspected and the right syllabus is followed. – Inspection helps to: <ul style="list-style-type: none"> Improve teaching strategies of teachers Improve teaching content

2. a) Which areas are observed by school inspectors during school inspections?

School Management and Administration	Curriculum Implementation	School Buildings	Furniture and School Materials	School Environment and Surroundings	School Culture
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Consensus: All areas were observed

b) Are all the recommendations given by school inspectors implemented by school authorities? Consensus: Not all the recommendations are implemented

c) If they are not implemented, which reasons prevent implementation?

Consensus
<ul style="list-style-type: none"> – School budget may not be friendly to some of the recommendations which require purchasing of things – Irresponsible type of leadership – No enough teacher establishment to schools – Teaching and learning materials are not enough and available – Financial constraints

Inadequate guidance and support to school authorities and teachers
--

3. Do you have any examples of schools which have improved as a result of implementing inspectors' recommendations? Give details to support your response.

Participants

- | |
|--|
| <ul style="list-style-type: none"> – Weekly, monthly tests emphasized as a result both subject teachers and students became active in learning situation – School had good relationship among stakeholders. The schools which follow the inspectors' recommendations have improved to a great extent that there have been some improvement in subject teaching and academic standard of most students. |
|--|

4. How would you react to the following comment?

‘School inspections improve academic achievement’

True 66.7% supported

5. What advice would you give to increase the impact of school inspection on academic achievement?

- | |
|--|
| <ul style="list-style-type: none"> – Budget should be considered so as all facilities need must be met – Inspection schedule should be adhered to and feedback should be given to school inspected reaction timely Schools should be inspected regularly at least twice per year. – Inspectors should be well equipped with the things needed to be inspected and also the ability to inspect. – Inspectors should create a good atmosphere between the school and themselves during inspection. They should at least show how to correct the errors in teaching and introduce better ways. – Inspectors should make a follow up after the inspection to see if what they have instructed is carried out. – Inspectors should be given all the necessary equipment to make their work enjoyable and productive to the nation as a whole i.e. means of transport, accommodation, working materials etc. |
|--|

- | |
|---|
| <ul style="list-style-type: none">– Provide adequate guidance and support– Improve teaching/ learning environment of govt. schools |
|---|

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The study revealed that School inspection was a vital service in all schools, which was used to ensure improvement of academic performance in schools. The impact of the school inspection however, depended on how it was done, and whether the recommendations by inspectors were used as a tool to drive improvement of school performance.

Where observation during school inspection was not effectively communicated to all stakeholders and where feedback and follow up was lacking, then school inspection was a waste of time and resources. School inspection aimed to eliminate the shortcomings in the provision of quality education. Therefore the aspects inspected (indicators of performance) and the recommendations given during school inspection focused on the improvement of academic achievement. As a result it was noted that shortcomings in the provision of quality education were minimized in inspected schools leading to higher student academic achievement. The school community provided services to teachers, students and a provided a conducive teaching/learning environment to all stakeholders. School inspection on the other hand provided advice to school administration on teachers, students and on the teaching/learning

environment. This research aimed to find out the impact of school inspection on student academic achievement.

The Tanzania Development Vision 2025 accords high priority to the education sector, which is considered to be pivotal in bringing about social and economic transformation, as described above. However observation does not support those expectations as proven by the literature that inspection process should eventually lead to strong school leadership, improvement of the teaching /learning environment, better teacher and student welfare and other social services. The research methodology revealed the reality of the school situations and actual processes and thus pointed to the secret of student academic achievement. The area of study selected considering accessibility to the researcher and a variety of school environments which included leadership, the learning environment, urban/rural, student population etc.

Research ethics were complied with. The identity of those who volunteered information through questionnaires and discussion groups was kept confidential. No identification information was required from the respondents. All the respondents were adult employees of the schools or independent citizens and no personal benefit or punishment was attached to the type of responses and they were requested to tell the truth.

Schools with higher inspection frequencies showed greater academic improvement compared to those with lower frequencies. However there were other factors apart

from school inspections which influence academic achievement. The impact of school inspection was undermined by shortages of funds to implement recommendations given by school inspectors.

The findings revealed that there was a direct correlation between the frequency of school inspections and improvement of academic achievement provided the recommendations of schools inspectors are implemented. In view of the findings it was advised that in order to achieve the Tanzania development vision more money should be voted for school inspection. This is in addition to the money for the necessary improvement in the teaching / learning environment. More money is required because the number of schools has increased but also school inspectors needed to spend more time with teachers to provide guidance and support.

5.2 Conclusion

Based on the overall objective of this study which was to investigate the impact of school inspection on student academic achievement, the research results have answered the research questions. School inspection contributes to higher academic achievement. Regularly inspected schools performed better academically. There was a direct correlation between school inspection and academic achievement

5.3 Recommendations

Based on the findings of this study the following recommendations were made to enhance the impact of school inspection on academic achievement

- (i) It is suggested that the budget for school inspection be increased,

School heads and academic coordinators felt that more money should be set aside for school inspection. More money would cover the costs for inspecting more schools including extra days for conducting subject workshops to teachers

- (ii) Due to shortage of funds inspections schedules could not be followed. There were times when school inspectors could not visit poorly performing schools or run subject workshops due to lack of funds.

- (iii) Feedback to school be promptly provided,

School inspection regulations demand that inspection reports be sent to all stakeholders within two weeks after inspection. There were isolated incidences where that time frame was violated due to shortages of stationery or other exigencies. As a result important decisions were delayed.

- (iv) The frequency of inspections should be increased to provide adequate guidance and support. As pointed out school inspectors reminded and supported teachers in performing their duties. Regular school inspections updated old teachers and conducted in-service training to the new teacher. Teachers needed school inspectors in the implementation of new syllabi and implementation of new teaching strategies. At the same time school inspectors needed to discover and report on the implementation of the teaching learning process.

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APPENDICES

APPENDIX A

Questionnaire for Academic Coordinators

Between 2008 – 2013

1. a) How many times were subjects inspected in your school?(put a tic)
 - i) Once
 - ii) Twice
 - iii) Thrice
- (b) Were subject workshops conducted during follow up inspections?
 - i) None
 - ii) Once
 - iii) Twice
- 2.a) During that period which subject(s) showed a change in the academic achievement at national examinations?
 - i).....
 - ii).....
 - iii).....
 - iv).....
 - v)
- b) From the answers from 2(a) do you think is there any relationship between the changes happening in grades and the school inspection process?

.....

.....

3. In which areas was your school required to improve and implemented?

S/n	Improved areas	Tick/ cross	Implemented	Tick/ cross
1	Teaching methodology			
2	Teaching methodology			
3	Subject mastery			
4	Teaching resources			
5	Teaching resources			

4. What reasons have made your school fail to implement inspectors' recommendations on academic matters?

- i).....
- ii).....
- iii).....

5) a) Based on your experience can you explain what are the academic impacts obtained during school inspection? And identify if it is national or international achievements

- i)
- ii)
- iii)

iv)

v)

vi)

What are your opinions to the school inspectors to have greater positive impact on academic achievement?

APPENDIX B

Questionnaire for Heads of Schools

1.a) How many times was your school inspected within previous six years (2008-2013)?

Tick for the correct answer

i) Once

ii) Twice

iii) Thrice

(b) How many basic inspections were conducted?

Once	Twice	Thrice

(c) How many follow up inspections were conducted?

Once	Twice	Thrice

2. During the basic inspections what grades was your school awarded?

Inspected	A	B	C	D	E
years	Tick for the right score				

3. How has your school position changed in the Form 2 and Form 4 examinations?

National PositionF2 from $\frac{\text{Total}}{\text{Total}}$ to $\frac{\text{Total}}{\text{Total}}$ F4.....from $\frac{\text{Total}}{\text{Total}}$ to

$\frac{\text{Total}}{\text{Total}}$ (Year)

Regional Position F2 from $\frac{\text{Total}}{\text{Total}}$ to $\frac{\text{Total}}{\text{Total}}$ F4.....from $\frac{\text{Total}}{\text{Total}}$ to

$\frac{\text{Total}}{\text{Total}}$ (Year)

4. (a) In which areas was your school is required to improve? Indicate by ticking \checkmark

S/n	School areas which needs improvements	Tick
1	School Management and Administration	
2	Curriculum Implementation	
3	School Buildings	
4	Furniture and School Materials	
5	School Environment and Surroundings	
6	School Culture	

(b)How many of the above areas in 4(a) did your school manage to implement? List them based on the table on 4(a)

1.

2.....

3.....

4.....

5.....

6.....

c) If from the question 4(c) not all of the school required improvement area have not implemented. What are the reasons for the failure?

.....

.....

.....

6. Based on your experience do school inspections have any impact on academic achievement? Tick for the right answer

Yes	
No	

c) If YES, list some of the impacts of school inspections

.....

.....

.....

7. What advice would you give to increase the impact of school inspection on academic achievement?

.....

.....

.....

APPENDIX C

Guiding questions for Focus Group Discussions

1. a) What is your experience in the education sector?
- b) Does school inspection have any impact on academic achievement of the inspected schools?
- c) What type of impact if any?

2. a) Which areas are observed by school inspectors during school inspections?

School Management and Administration	Curriculum Implementation	School Buildings	Furniture and School Materials	S c h o o l Environment and Surroundings	School Culture
---	------------------------------	---------------------	--------------------------------------	--	-------------------

- b) Are all the recommendations given by school inspectors implemented by school authorities?
 - c) If they are not implemented, which reasons prevent implementation?
3. Do you have any examples of schools which have improved as a result of implementing inspectors' recommendations?
 4. How would you react to the following comment?

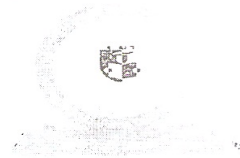
‘School inspections improve academic achievement’

5. What advice would you give to increase the impact of school inspection on academic achievement?

APPENDIX D

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Ref. No: OUT/FBM/EMBA/VOL.4/81

28th July, 2014

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: INTRODUCTION OF MS. LOWAEL PETER LYIMO (REG No. IID/B/409/T.05)

The purpose of this communication is to introduce to you Ms. Lowael Peter Lyimo, a student in our Faculty of Business Management of the Open University of Tanzania pursuing Master of Business Administration (MBA).

Currently she has completed the course work part and is supposed to conduct a research in partial fulfillment of the requirements for the stated MBA degree programme. She is researching on **"THE IMPACT OF SCHOOL INSPECTION ON THE STUDENT ACADEMIC ACHIEVEMENT"**.

I humbly request your office to allow her access to your office for the purpose of data collection, interviews and any other resourceful materials she may need.

I thank you in advance for your continued support and sincerely hope that you will accord her the necessary cooperation.

Yours sincerely,
THE OPEN UNIVERSITY OF TANZANIA

Mr. James Kalanje
COORDINATOR - MASTERS PROGRAMME

APPENDIX E

JAMHURI YA MUUNGANO WA TANZANIA
HALMASHAURI YA MANISPAA YA DODOMA

(Barua zote ziandikwe kwa Mkurugenzi wa Manispaa)

MKOA WA DODOMA

Tel.: 2354817

Fax: 2354817/ 2321668



OFISI YA MKURUGENZI WA MANISPAA

P. O.BOX 1249

DODOMA

E-mail: dodomamunicipality@yahoo.co.uk

Unapojibu taja:

Kumb. Na: HMD/SEK/26

05/08/ 2014

Wakuu wa Shule

Shule za Sekondari

Halmashauri ya Manispaa ya Dodoma

YAH: KUMTAMBULISHA Ms LOWAEL PETER LYIMO

Tafadhali husika na mada tajwa hapo juu.

Namtambulisha kwenu mtajwa hapo juu ambaye anafanya utafiti kwenye shule zenu juu ya ukaguzi wa shule na ufahamu wa wanafunzi.

Tafadhali naomba apewe ushirikiano unaostahili.

Nakutakia kazi njema.

Ferdinand X. Komba

kny MKURUGENZI WA MANISPAA

DODOMA

APPENDIX F**Performance Indicators for Curriculum Implementation**

Teaching staff
Teaching staff have professional qualifications and are adequate according to school establishment.
Subject syllabi
School possesses all relevant syllabi
Syllabi are analysed and used in preparation of schemes of work
Learning time
The school/college adheres to the planned instruction time
Teachers achieve the planned instruction
Teachers vary the amount of learning the students get depending on their educational needs
Challenge
Teachers provide a challenging learning environment
Teachers encourage students to develop independence and to take their own responsibilities
Teaching Strategy
The lessons have good structure
Teachers give a clear explanation of the subject matter and assignments
Pupils' activities
Teachers encourage the students to play an active part in the lessons

In the lessons, teachers use teaching methods which activate the students
Teachers stimulate students to use information and communication technology independently
Teachers see to it that students learn to work together effectively and efficiently, and that they learn to support one another
The students show a high degree of involvement
Learning and teaching strategies
Teachers use concrete situations and experiences which students can identify with, and give application – oriented assignments
Teachers give explicit instructions in varied strategies
There is a lot of interaction aimed at learning strategies
Teachers' teaching strategies are attuned to the needs and abilities of the group of students as a whole
When teaching, teachers take the differences in the learning ability of the students into account
The teaching – learning process is organized efficiently
Quality Assurance
The school has formulated possible targets in the school plan for teaching-learning process and the results

The school systematically and regularly determines the quality of the education provided
The school has planned a schedule for long-term improvement on the basis of recent quality analysis
The school has taken concrete measures to retain its strong points and implement the proposed objectives
Syllabus coverage
Coverage of 100% has been realized in the concerned period
Coverage has adhered to logical sequence of topics in the syllabus
Schemes of work
There is a culture of preparing schemes of work in time
The preparation adheres to the accepted format
They are properly used and well kept
There is a system of checking the schemes of work in the school
The coverage of 100% of the items has been realized
There is adherence to logical sequence of syllabus topics
Lesson Plans
There is culture of preparing lesson plans for every lesson
Preparation adheres to accepted format
Specific objectives are stated in behavioural verbs
There is a system of checking the lesson plans in the school
Subject Log books

There is a culture of keeping records on topic coverage
There is a system of checking subject log books in the school
They are kept up-to date and properly utilized
Availability of text, supplementary and reference books
The text book : student ratio ranges between 1:2 and 1:1
Books are properly being used and kept
The school library
There is an established library with a variety of current books and other publications
There is an effective library management system
Science equipment and chemicals
There is basic supply of science equipment and chemicals
The teaching of science subjects in the school depicts utilization of science equipment and chemicals
All equipment and chemicals are well kept
Teaching aids
There is utilization of teaching/learning aids in all subjects
Teachers improvise and use teaching aids
Teaching aids are displayed and securely kept
Classroom teaching depicts the use of teaching aids from the local environment
Schemes of work/lesson plans reflect relevant times for the availability of teaching aids from the local environment
There is a culture of collection and display of sample teaching aids from the local

environment
Quality of students notes
Students' notes are based on subject syllabi and text-book in use
Notes are constantly checked and corrected by subject teachers
Language and content used is appropriate to the level of students comprehension
Subject clubs and hobbies
There are subject clubs for all subjects
Subject club activities are coordinated and supervised
There is transfer of knowledge and skills from subject club activities to classroom teaching and vice versa
Teachers and students participate in various debates at least twice a term
Medium of Instruction
There is a language policy to promote the use of the medium of instruction
Teachers and students show a mastery of written and spoken language
Students continuous assessment
At least five exercises are given per subject per term
A minimum of four tests are given per year
Tests are constructed at the appropriate level of the learners
The questions cater for the cognitive domain of learning
Teachers correct students work and keep performance records
Students Progress reports
Students performance in internal examinations is above B grade

Students performance in external examinations is above B grade
There is system of sending students' progress reports to parents every term
There is a way of getting feedback from parents
The reports are well kept and used appropriately
Test and examination scripts are given back to students